Part 1 Essential Concepts

Phonograms

New Phonogram
ui

Show ui.

/ö/ /ö/
May we use this /ö/ at the end of English words? no Why not? English words do not end in I, U, V, or J.
Ui is a rare spelling of the sound /ö/.
Write the new phonogram five times in a notebook while saying the sounds aloud.

Teacher Tip

UI

Ui is only used in nine common base words: bruise, cruise, fruit, juice, sluice, suit, nuisance, pursuit, and recruit.
Handwriting (optional; use the Rhythm of Handwriting Student Books)

**Advanced Phonogram**

Show [gh].

This says /g/ as in ghost, ghastly, and ghetto. It is found in Old English words and in Italian words.

**Phonogram Flash Cards**

Drill the phonograms with flash cards.

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**Exploring Sounds**

**The Hard and Soft Sounds of C and G**

What are the single-letter vowels? *A, E, I, O, U, and sometimes Y.*

Write the single-letter vowels on your whiteboard.

Write the single-letter consonants in alphabetical order on your whiteboard.

Circle the single-letter consonants that make more than one sound. C, G, S, X, Y

Today we will focus on C and G.

What are the sounds of C? /k-s/

Where is the /k/ sound formed in the mouth? *in the back*

How would you describe the sound /k/? *harsh, short, bursting*

Now say the /s/ sound. Where is it formed? *front*

How would you describe the /s/ sound? *soft, hissing, sustained*

The first sound /k/ is called the hard sound. The second sound /s/ is called the soft sound.

What are the sounds of G? /g-j/

Now say /g/. Where is it formed in the mouth? *in the back*

Like which sound of C? /k/

How would you describe the sound /g/? *strong, nasal, short, bursting*

Say the second sound of G /j/. Where is it formed in the mouth? *in the front*

Like what sound of C? /s/
The first sound of G /g/ is called the hard sound. The second sound /j/ is called the soft sound.

We will now learn a rule to determine when C and G will say their hard and soft sounds.

### Spelling Rule

#### Rule 1: C Softens to /s/

What are the two sounds of C? /k-s/

#### 15.3-1 Hard C – page 183

Read the words. Highlight the C with yellow. Highlight the sound that follows the C blue.

- cat
- cap
- cop
- cut
- cent
- center
- cell
- cinch

What did C say in these words? /k/

#### 15.3-2 Soft C – page 183

Read the words. Highlight the C with yellow. Highlight the sound that follows the C orange.

- cub
- clap
- act
- picnic
- cider
- citrus
- cinnamon
- cylinder

What sound do you hear in each of these words? /s/

Study the second set of words. When does C say /s? C softens to /s/ before an E, I, or Y.

Study the first set of words. When does C say /k? before A, O, U; before a consonant; at the end of the word

How would you make this into a spelling rule?

Show Spelling Rule Card 1.

C always softens to /s/ when followed by E, I or Y. Otherwise, C says /k/. Repeat the rule with me. C always softens to /s/ when followed by E, I or Y. Otherwise, C says /k/.
Rule 2: G May Soften to /j/

15.3-3 Hard G – page 184 Read the words. Highlight the G with yellow. Highlight the sound that follows the G blue.

- gap
- got
- gum
- glad

What sound does G say in these words? /g/

15.3-4 Soft G – page 184 Read the words. Highlight the G with yellow. Highlight the sound that follows the G orange.

- gem
- general
- ginger
- margin
- gym
- gymnast

What sound does G say in these words? /j/

Study the words. When does G say /j/? before an E, I, or Y
When does it say /g/? before an A, O, U; before a consonant; at the end of the word
Does this look familiar? Yes, it is just like C.

15.3-5 Hard G – page 184 Read the words. Highlight the G with yellow. Highlight the sound that follows the G orange. When you notice a problem, raise your hand.

- get
- gift
- begin
- gear
- gill
- forget

G also says its first sound /g/ before E, or I.
G may also say /g/ before a Y. However, it is quite rare.
Our rule for G will be different. Study the words carefully. How would you state the rule for when G softens to /j/?

Show Spelling Rule Card 2. Emphasize may.

G may soften to /j/ only when followed by E, I or Y. Otherwise, G says /g/. Does G always soften to /j/ before an E, I or Y? No, it MAY soften to /j/.

When is the only time that G will say /j/? G will only say /j/ before an E, I, or Y. Otherwise, it ALWAYS says /g/.
Let’s say the rule for G together. G may soften to /j/ only when followed by E, I, or Y. Otherwise, G says /g/.
Optional **The Essentials Reader**

**Unit 14: William Kamkwamba**

- Complete the Pre-Reading activities on page 37 of *The Essentials Reader Teacher’s Guide*.

- Pre-read the words on page 85 of *The Essentials Reader Student Activity Book*. Ask the students to underline multi-letter phonograms and mark where the syllables divide.
Part 2  Building Words

Review

- **Phonograms: Phonogram Sandwich**
  
  **Set Up:** Place matching pairs of all the Phonogram Game Cards learned so far into a pile, excluding the phonograms: AR, B, F, H, L, M, N, NG, OR, P, QU, R, TH, V, WOR, W, and WH. Add the Wild cards. Mix the cards. Deal each player twelve cards. Place the remaining cards face down to form a draw pile. Flip one card up to form a discard pile.

  **How to Play:** The first player reads the sounds of the card on the discard pile. If the phonogram has more than one sound, he chooses one sound. He then plays all the cards that have a matching sound from his hand on top of the discard pile. For example, if EA is on top he may choose the phonograms E and EY that both say long /è/. If he does not have a match, he draws one card, and play passes to the next player. If a player has a Wild card, he may choose any sound and play all the phonograms with that sound. If no player can play, and all the players have drawn a card, the next player may choose any sound in his hand and play all the phonograms with that sound. The first person to play all his cards wins.

- **Spelling Rules:** Write a word on the board. Direct the students to read the word. Award one point for reading it correctly the first time. Award one point for identifying why the C or G says its hard or soft sound.

  C softens to /s/ before an E, I, or Y

  - cent
  - cellar
  - cinder
  - citrus
  - cell
  - censor
  - cinema
  - cylinder
  - cedar
  - cider
  - civil
  - cymbal

  C says /k/ before an A, O, U, before a consonant, or at the end of the word

  - cold
  - curl
  - crawl
  - basic
  - cord
  - claw
  - creak
  - public
  - cool
  - clear
  - cream
  - attic
  - cow
  - crack
  - camp
  - topic

  Words with a hard C and a soft C

  - civic
  - circus
  - cynic

---

**Materials**

- Phonogram Game Cards
- Wild Cards
- Spelling Journal
- Basic Phonogram Flash Cards
- Highlighter
- LOE Whiteboard
- Morpheme Flash Cards

**Optional**

- The Essentials Reader, Teacher’s Guide, & Student Activity Book
G softens to /j/ before an E, I, or Y

- gem
- generous
- giant
- gym
- gel
- German
- ginger
- energy
- general
- germ
- margin
- allergy

Hard G before an E, I, or Y

- gear
- gecko
- gift
- girl

G says /g/ before A, O, U, before a consonant, or at the end of the word

- gallon
- gull
- greed
- mug
- gain
- gutter
- grow
- frog
- goat
- gleam
- egg
- brag
- goal
- glint
- jog
- twig

- Morphemes: Review the Morpheme Cards from previous units.

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15.5 All

Teacher Tip
Optional CK Words
backpack, toothpick, knapsack, whack, woodchuck, breakneck

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Spelling Journal
/k/ & /s/

/k/

Spelling Journal /k/ What are the spellings of /k/? C - /k-s/, K - tall /k/, CK - two-letter /k/, CH - /ch-k-sh/

As the students list the spellings of /k/, write them on the board.

- c  k  ck  ch

What pages in your Spelling Journal will you find the sound /k/ on?

Show ck.

When do we use this phonogram to spell /k/? after a single, short vowel

Is it ever used at the beginning of the word? no

What are some words that are spelled with two-letter /k/? Add them to your Spelling Journal.

Also add the words snack, deck, tick, lock, and luck.
Show [c].

When do we use this spelling to spell /k/?  **before an A, O, U, before a consonant, and at the end of the word**

Can this spell /k/ before an E?  **no**

How do we spell the /k/ sound in *keep*? I will keep the new hat. *keep with a K*

**Write ceep on the board.**

Why can’t we use /k-s/?  *It would say /sēp/.*

*ceep*  
*keep*

Why?  **C always softens to /s/ before an E, I, or Y.**

Can /k-s/ be used to spell /k/ before an I?  **no**

How do you spell the /k/ sound in *kit*? There is a bandage in the first aid kit. *kit with a K*

**Write cit on the board.**

Why can’t we use /k-s/?  *It would say /sīt/.*

*cit*  
*kit*

Can /k-s/ spell /k/ before a Y?  **no**

How do you spell the /k/ sound in *sky*? The sky is blue. *sky with a K*

**Write scy on the board.**

Why can’t we use /k-s/?  *It would say /sī/.*

*scy*  
*sky*

---

**Teacher Tip**

**Optional C Words**

picnic, fantastic, plastic, epic, collar, cost, cream, coffee, claim

**Optional K Words**

kick, kind, kiss, king, kitten, keep, kennel, walk, think, blink, bark, mark, milk
When you hear /k/ before an E, I, or Y how is it probably spelled?  
*with a K*

Show **k**.

When do we use a K to spell /k/?  
*K spells /k/ before an E, I, or Y.*

Add words that are spelled with a K before an E, I, or Y to your Spelling Journal.

Which phonogram do you think is most commonly used to spell /k/ before an A, O, or U?  
*/k-s/*

When /k/ comes after a consonant at the end of a word, it is spelled with the tall /k/. Write **chalk** and **park** in your Spelling Journal.

What is the final spelling of /k/?  
*/ch-k-sh/*

Show **ch**.

Usually words that use /ch-k-sh/ to spell /k/ are from Greek. I will write a word on the board. Read it, then write it in your Spelling Journal.

```
school  echo  character
chorus  scholar
```

**/s/**

**Spelling Journal /s/** What are the spellings of /s/?  
*C - /k-s/, S - /s-z/*

Write /k-s/ on one side of your whiteboard. Write /s-z/ on the other side.

Where is /s/ located in the Spelling Journal?

Look at the spellings of /s/ in your Spelling Journal. What do you notice?  
The headings are S, CE, CI, and CY.

Why do you think it is written like this?  
*C always softens to /s/ before an E, I, or Y.*

I will say a group of words. Think about what these words have in common. Raise your hand when you know. **sand, sack, sail, salt, saw**.  
*They all begin with /s/ followed by an A.*

With your whiteboard show me how the /s/ sound in these words is spelled.  
*With an S.*

Why?  
*C doesn’t soften to /s/ before an A, only before an E, I, or Y.*

I will re-read the list as you add them to your Spelling Journal – **sand, sack, sail, salt, saw**.

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**Teacher Tip**

*K before A, O, U*

K can be used before an A, O, U, or consonant, though this is uncommon. A number of foreign words spelled with K have been adopted into English:

kabob, kahuna, kaiser, kamikaze, kangaroo, kappa, kaput, karaoke, karate, karma, katydid, kayak, kazoo kleptomania, klezmer, klutz koala, kohlrabi, koi, kookaburra, kosher, kowtow krill, krypton kudu, kudos, kudzu, kumquat

**Teacher Tip**

Optional CH Words

scholastic, chord, chronic, orchid, chasm, schism
I will say a group of words. Think about what these words have in common. Raise your hand when you know. *sick*, *civic*, *cinema*, *sight*, *circus*. They all have a /s/ sound followed by an /ĭ/ or /ī/.

Do you know which phonogram is used to spell the /ĭ/ or /ī/ in all of these words? *answers vary*

Each of these words uses /ĭ-ĭ-ĕ-ĕ-y/.

How will the /s/ be spelled? *It can be either an S or a C.*

Why? *C softens to /s/ before an E, I, or Y, and S can also say /s/ before an E, I, or Y.*
I will say a word. If you know if it spelled with an S or a C, show me the correct side of the whiteboard. If you are correct, I will nod, “yes.” Then write the word in your Spelling Journal: sick, civic, cinema, sight, circus.

I will say another group of words. Again, raise your hand when you know what these words have in common: cent, sent, cedar, cellar, second. They all have a /s/ sound followed by an /ĕ/ or /ē/.

How will the /s/ be spelled? It can be either an S or a C.
Why? C softens to /s/ before an E, I, or Y, and S can also say /s/ before an E, I, or Y.

I will say a word. If you know if it spelled with an S or a C, show me the correct side of the whiteboard. If you are correct, I will nod, “yes.” Then write the word in your Spelling Journal: cent - as in “5 cents,” sent - as in “I sent her a letter,” cedar, cellar, second.

I will say another group of words. Again, raise your hand when you know what these words have in common: symbol, cymbals, system, cylinder. They all have a /s/ sound followed by an /ĭ/.

Do you know which phonogram is used to spell the /ĭ/ in all of these words? answers vary
Each of these words uses /y-ĭ-ĕ/.
How will the /s/ be spelled? It can be either an S or a C.
Why? C softens to /s/ before an E, I, or Y, and S can also say /s/ before an E, I, or Y.

I will say a word. If you know if it spelled with an S or a C, show me the correct side of the whiteboard. If you are correct, I will nod, “yes.” Then write the word in your Spelling Journal: symbol - as in “the poster has a peace symbol on it,” cymbals - as in “the drum set has two sizes of cymbals,” system, cylinder.

This is the final group of words. Again, raise your hand when you know what these words have in common: subway, sun, supper, summit. They all have a /s/ sound followed by an /û/.

How will the /s/ be spelled? It will be an S.
Why? C softens to /s/ only before an E, I, or Y.
I will say a word. Write the word in your Spelling Journal: subway, sun, supper, summit.
Optional **The Essentials Reader**

Complete Spelling Analysis for your student’s level before completing today’s activities with *The Essentials Reader*.

**Unit 14: William Kamkwamba**

- Read “William Kamkwamba” on pages 45-49 of *The Essentials Reader*.

- Complete some or all of the Post-Reading activities on page 38 of *The Essentials Reader Teacher’s Guide*.
### Tips for List 15.A

**say, says, said**

Due to pronunciation shifts over time, the pronunciation of *says* and *said* are no longer clearly reflected in their spellings. Therefore, it is vital to draw a connection to the relationship between the morphemes and the spelling. Both *say* and *says* use the AY phonogram. In the past tense form, *said*, the AY changes to the closely related AI phonogram. This follows the same pattern as *lay - lays - laid; pay - pays - paid*. Many auditory students will also benefit from exaggerating the pronunciation of the long /ā/ sound in both *says* and *said* to create an auditory picture of the words.

**different**

Be sure to pronounce *different* with 3 syllables for spelling analysis.

### Spelling Analysis

<table>
<thead>
<tr>
<th>Word</th>
<th>Sentence</th>
<th># Syllables</th>
<th>Say-to-Spell</th>
<th>Say Syllable</th>
<th>Segment...</th>
<th>Finger Spell &amp; Cue</th>
<th>Write</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. cents</td>
<td>I found a few cents on the floor.</td>
<td>1</td>
<td>sēnts</td>
<td>/sēnts/</td>
<td>/c-e-n-t-s/</td>
<td>Use /k-s/. Use /s-z/.</td>
<td></td>
</tr>
<tr>
<td>2. germs</td>
<td>Make sure you wash your hands to kill the germs.</td>
<td>1</td>
<td>jermz</td>
<td>/jermz/</td>
<td>/g-er-m-s/</td>
<td>Use /g-j/. Use the /er/ of her. Use /s-z/.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Vocabulary</th>
<th>Part of Speech</th>
<th>Plural / Past Tense</th>
</tr>
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<tbody>
<tr>
<td>N cents</td>
<td>N germs</td>
<td></td>
</tr>
<tr>
<td>Word</td>
<td>Definition</td>
<td>Pronunciation</td>
</tr>
<tr>
<td>------</td>
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<td>---------------</td>
</tr>
<tr>
<td>3. excellent</td>
<td>Jason is an excellent student.</td>
<td>/ˈeksələnt/</td>
</tr>
<tr>
<td>4. gift</td>
<td>John gave his wife a gift.</td>
<td>/gіft/</td>
</tr>
<tr>
<td>5. equal</td>
<td>What does two plus two equal?</td>
<td>/ˈeɪkwɔːl/</td>
</tr>
<tr>
<td>6. different</td>
<td>Which apple is different from the others?</td>
<td>/ˈdɪfrənt/</td>
</tr>
<tr>
<td>7. event</td>
<td>They enjoyed the event at the park.</td>
<td>/ˈɛvənt/</td>
</tr>
<tr>
<td>8. check</td>
<td>Please write a check.</td>
<td>/ˈtʃek/</td>
</tr>
<tr>
<td>9. chart</td>
<td>He is drawing a chart to illustrate the data.</td>
<td>/ˈtʃært/</td>
</tr>
</tbody>
</table>

N, V equals, equaled
equal

event

different

gift

N
2G may soften to /j/ only when followed by E, I, or Y. Otherwise, G says /g/. Underline the /er/. Put a 2 over the /z/. /s-z/ said its second sound.

Adj

N

equal

different

gift

N

check

event

N

chart

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<table>
<thead>
<tr>
<th>Unit 15                  301</th>
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</thead>
<tbody>
<tr>
<td><strong>10. dash</strong></td>
</tr>
<tr>
<td><strong>dash</strong></td>
</tr>
<tr>
<td><strong>11. finish</strong></td>
</tr>
<tr>
<td><strong>finish</strong></td>
</tr>
<tr>
<td><strong>12. fruit</strong></td>
</tr>
<tr>
<td><strong>fruit</strong></td>
</tr>
<tr>
<td><strong>13. say</strong></td>
</tr>
<tr>
<td><strong>say</strong></td>
</tr>
<tr>
<td><strong>14. says</strong></td>
</tr>
<tr>
<td><strong>says</strong></td>
</tr>
<tr>
<td><strong>15. said</strong></td>
</tr>
<tr>
<td><strong>said</strong></td>
</tr>
</tbody>
</table>
### Spelling Analysis

<table>
<thead>
<tr>
<th>1. <strong>Word</strong></th>
<th>2. <strong>Sentence</strong></th>
<th>3. <strong>Syllables</strong></th>
<th>4. <strong>Say to Spell</strong></th>
<th>5. <strong>Say Syllable</strong></th>
<th>6. <strong>Segment…</strong></th>
<th>7. <strong>Write</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. parakeet</strong></td>
<td>The class has a pet parakeet.</td>
<td>3</td>
<td>pär ā kēt</td>
<td>/pār/</td>
<td>/p-a-r/</td>
<td>Use tall /k/. Use /ē/ double /ē/.</td>
</tr>
<tr>
<td><strong>2. agent</strong></td>
<td>He is an FBI agent.</td>
<td>2</td>
<td>ā jēnt</td>
<td>/ā/</td>
<td>/a/</td>
<td>/jēnt/</td>
</tr>
<tr>
<td><strong>3. ginger</strong></td>
<td>Fresh ginger has a strange shape.</td>
<td>2</td>
<td>jîn jer</td>
<td>/jîn/</td>
<td>/g-i-n/</td>
<td>Use /g-j/. Use /i-i-ē-y/.</td>
</tr>
<tr>
<td><strong>4. collect</strong></td>
<td>Sarah is trying to collect coupons.</td>
<td>2</td>
<td>kōl ēkt</td>
<td>/kōl/</td>
<td>/k-ō-l/</td>
<td>Use /k-s/.</td>
</tr>
<tr>
<td><strong>5. delay</strong></td>
<td>The cars were stuck in a long traffic delay.</td>
<td>2</td>
<td>dē là</td>
<td>/dē/</td>
<td>/d-e/</td>
<td>Use two-letter /ē/ that may be used at the end of English words.</td>
</tr>
</tbody>
</table>

#### Vocabulary

- **Part of Speech**: N, Adj
- **Plural/Past Tense**: parakeets, agents, ginger, collected, delays, delayed

### Notes

1. **C always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/.
2. **G may soften to /j/ only when followed by E, I, or Y. Otherwise, G says /g/.
3. **Any vowel may say one of the schwa sounds, /ŭ/ or /ĭ/ in an unstressed syllable or unstressed word. Underline the /ē/.
4. A E O U usually say their long sounds at the end of the syllable.
5. **AY usually spells the sound /ā/ at the end of a base word.**
### 6. **allow**

The city does not allow dogs in the park.  

<table>
<thead>
<tr>
<th>syllable</th>
<th>phonetic</th>
<th>notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>allow</td>
<td>/əl/</td>
<td>/a-1/</td>
</tr>
<tr>
<td>/əl/</td>
<td>/low/</td>
<td>/l-ow/</td>
</tr>
</tbody>
</table>

**Note:** Any vowel may say one of the schwa sounds, /ų/ or /i/, in an unstressed syllable or unstressed word. **Al-** is a prefix written with one L when preceding another syllable. Underline the /ow/.

### 7. **cylinder**

In class today we will learn how to use a graduated cylinder.  

<table>
<thead>
<tr>
<th>syllable</th>
<th>phonetic</th>
<th>notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>cylinder</td>
<td>/sɪl/</td>
<td>Use /k-s/. Use /y-ı-ı-ı-ı/.</td>
</tr>
<tr>
<td></td>
<td>/ɪn/</td>
<td>Use /ı-ı-ı-ı/.</td>
</tr>
<tr>
<td></td>
<td>/dɛr/</td>
<td>Use the /er/ of her.</td>
</tr>
</tbody>
</table>

**Note:** Any vowel may say one of the schwa sounds, /ų/ or /ı/, in an unstressed syllable or unstressed word. Underline the /ow/.

### 8. **cymbal**

Tap the cymbal gently.  

<table>
<thead>
<tr>
<th>syllable</th>
<th>phonetic</th>
<th>notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>cymbal</td>
<td>/sɪm bɑl/</td>
<td>Use /k-s/. Use /y-ı-ı-ı-ı/.</td>
</tr>
<tr>
<td></td>
<td>/bɑl/</td>
<td>Use the /er/ of her.</td>
</tr>
</tbody>
</table>

**Note:** Any vowel may say one of the schwa sounds, /ų/ or /ı/, in an unstressed syllable or unstressed word. Underline the /ow/.

### 9. **generous**

Thomas gave a generous gift.  

<table>
<thead>
<tr>
<th>syllable</th>
<th>phonetic</th>
<th>notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>generous</td>
<td>/jɛn/</td>
<td>Use /g-j/.</td>
</tr>
<tr>
<td></td>
<td>/ɛr/</td>
<td>Use the /er/ of her.</td>
</tr>
<tr>
<td></td>
<td>/ʊs/</td>
<td>Use /ow-ö-ö-ų/. Use /s-z/.</td>
</tr>
</tbody>
</table>

**Note:** G may soften to /j/ only when followed by E, I, or Y. Otherwise, G says /g/. Underline the /er/. Underline the /ı/ and put a 4 over it. /ow-ö-ö-ų/ said its fourth sound.

### 10. **recess**

The children played tug of war during recess.  

<table>
<thead>
<tr>
<th>syllable</th>
<th>phonetic</th>
<th>notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>recess</td>
<td>/rɛǝs/</td>
<td>Use /k-s/. Use /s-z/. Use /s-z/.</td>
</tr>
</tbody>
</table>

**Note:** C always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/. Underline the /ı/ and put a 4 over it. /ow-ö-ö-ų/ said its fourth sound. We often double F, L, and S after a single, short or broad vowel at the end of a base word. Occasionally other letters also are doubled.

### 11. **suit**

I need to wear a suit to the meeting.  

<table>
<thead>
<tr>
<th>syllable</th>
<th>phonetic</th>
<th>notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>suit</td>
<td>/sɔt/</td>
<td>Use /s-z/. Use two-letter /ı/ that may NOT be used at the end of English words.</td>
</tr>
</tbody>
</table>

**Note:** Underline the /ı/.
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>
| **12. respond** | I need to respond to the email I got. | **ré spond**
|   | /rè/ | /r-e/
|   | /s-pônd/ | /š-p-o-n-d/ | Use /s-z/.
| **ré spond** | Put a line over the /è/. /è-è/ said a long sound. A E O U usually say their long sounds at the end of the syllable. Any vowel may say one of the schwa sounds, /ũ/ or /ɪ/, in an unstressed syllable or unstressed word.
| **re-** | again, back, backward
| **spond** | pledge
| **13. correct** | What is the correct answer? | **kôr rékt**
|   | /kôr/ | /k-ør/
|   | /rèkt/ | /r-ɛɛt/ | Use /k-s/.
| **cor rect** | 1C always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/. Underline the /ɔr/. AR and OR may say their schwa sound, /er/, in an unstressed syllable. 1C always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/.
| **cor-** | with, together, completely
| **rect** | to align, to straighten, to guide
| **14. tweet** | The baby chicken made a soft tweet. | **twait**
|   | /twèt/ | /t-w-ɛɛt/ | Use /ɛɛ/ double /ɛɛ/.
| **tweet** | Underline the /ɛɛ/.
|   |   |   |
|   |   |   |
| **15. crash** | Fortunately the car crash was not serious. | **krâsh**
|   | /krâsh/ | /k-r-ɛɛsh/ | Use /k-s/. Use /sh/ used only at the beginning of a word and at the end of a syllable.
| **crash** | 1C always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/. Underline the /ɛɛsh/. SH spells /sh/ at the beginning of a base word and at the end of the syllable. SH never spells /sh/ at the beginning of any syllable after the first one, except for the ending -ship.
|   |   |   |
|   |   |   |
### Tips for List 15.C

**biannual, irrelevant**
When there is a double consonant within a word, say the consonant twice as you sound out the word: /bi an nu al/, /ir rel e vant/.

#### Advanced Phonogram - ghost
Advanced phonograms are used infrequently and do not need to be memorized. When cuing an advanced phonogram, you may hold up the Advanced Phonogram Flash Card, write the phonogram on the board, and/or say the names of the letters which spell the advanced phonogram. Mark the advanced phonogram with an A.

### Spelling Analysis

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>taunt</td>
<td>The girl likes to taunt the dogs.</td>
<td>1</td>
<td>tänt</td>
<td>/tänt</td>
<td>/t-&lt;u&gt;ä&lt;/u&gt;-n-t/</td>
<td>Use two-letter /ä/ that may NOT be used at the end of English words.</td>
<td></td>
</tr>
</tbody>
</table>

**Write Segment**
Underline the /ä/.

**Analyze**
Vocabulary

<table>
<thead>
<tr>
<th>9. Part of Speech</th>
<th>10. Plural / Past Tense</th>
</tr>
</thead>
<tbody>
<tr>
<td>V, N</td>
<td>taunts, taunted</td>
</tr>
</tbody>
</table>

**Read**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ancestor</td>
<td>My ancestor built this cabin.</td>
<td>3</td>
<td>än sër tōr</td>
<td>/ān/</td>
<td>/a-n/</td>
<td>Use /k-s/. Use /s-z/.</td>
<td>/tōr/</td>
</tr>
</tbody>
</table>

**Write Segment**
Put a 2 over the /s/. /k-s/ said its second sound. 1C always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/. Underline the /ōr/.

**Analyze**

<table>
<thead>
<tr>
<th>9. Part of Speech</th>
<th>10. Plural / Past Tense</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>ancestors</td>
</tr>
</tbody>
</table>

**Read**

|---|---|---|---|---|---|---|---|
| biannual | This flower is a biannual. | 4 | bī ān nū āl | /bī/ | /b-<u>i</u>/ | Use /i-i-e-y/.
| bī ān nū al | Put a line over the /ī/. /i-i-e-y/ said a long sound. 9 and Y may say /i/ or /i/ at the end of a syllable. Put a line over the /ū/, /ū-ū-ō-ū/ said a long sound. 4A E O U usually say their long sounds at the end of the syllable. 31Any vowel may say one of the schwa sounds, /e/ or /i/, in an unstressed syllable or unstressed word. | /bī/ | /b-<u>i</u>/ | Use /i-i-e-y/.
| bi- | two, twice | /bī/ | /b-<u>i</u>/ | Use /i-i-e-y/.
| annu | year | /ān/ | /a-n/ | Use /k-s/. Use /s-z/. |
| -al | characterized by, a kind of | /nū/ | /n-u/ | Use /k-s/. Use /s-z/. |

**Read**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>biannual</td>
<td>Put a line over the /ī/. /i-i-e-y/ said a long sound. 9 and Y may say /i/ or /i/ at the end of a syllable. Put a line over the /ū/, /ū-ū-ō-ū/ said a long sound. 4A E O U usually say their long sounds at the end of the syllable. 31Any vowel may say one of the schwa sounds, /e/ or /i/, in an unstressed syllable or unstressed word.</td>
<td>/āl/</td>
<td>/a-l/</td>
<td>Use /k-s/. Use /s-z/.</td>
<td>/āl/</td>
<td>/a-l/</td>
<td>Use /k-s/. Use /s-z/.</td>
</tr>
</tbody>
</table>
4. **bifocals**

- I really like my new bifocals.

**bī fōkāls**

- Put a line over the /ī/. /ī-ē-y/ said a long sound. 
- and Y may say /ī/ or /ī/ at the end of a syllable.
- Put a line over the /ō/. /ō-ō-ō̈/ said a long sound. 
- A E O U usually say their long sounds at the end of the syllable. 
- C always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/. 
- Any vowel may say one of the schwa sounds, /ū/ or /ī/, in an unstressed syllable or unstressed word. Put a 2 over the /z/. /s-z/ said its second sound.

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
<th>Syllable</th>
<th>Sound</th>
<th>Example</th>
<th>Rule</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>bī-</strong></td>
<td>two, twice</td>
<td>3</td>
<td>/bī/</td>
<td>/b-i-</td>
<td>Use /i-i-ē-y/.</td>
</tr>
<tr>
<td><strong>fōcal</strong></td>
<td>characterized by, a kind of</td>
<td>2</td>
<td>/fō/</td>
<td>/f-o/</td>
<td></td>
</tr>
<tr>
<td><strong>al</strong></td>
<td>plural noun suffix, 3rd person singular verb suffix</td>
<td></td>
<td>/kāl-z/</td>
<td>/k-a-l-s/</td>
<td>Use /k-s/. Use /s-z/.</td>
</tr>
</tbody>
</table>

5. **binoculars**

- Use the binoculars to look at the hawk.

**bin oc ˌ ēlarz**

- C always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/. 
- Put a line over the /ū/. /ū-ū-ṻ/ said a long sound. 
- A E O U usually say their long sounds at the end of the syllable. 
- Underline the /är/. 
- AR and OR may say their schwa sound, /er/, in an unstressed syllable. Put a 2 over the /z/. /s-z/ said its second sound.

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
<th>Syllable</th>
<th>Sound</th>
<th>Example</th>
<th>Rule</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>bin-</strong></td>
<td>two, twice</td>
<td>4</td>
<td>/bin/</td>
<td>/b-i-n/</td>
<td>Use /i-i-ē-y/.</td>
</tr>
<tr>
<td><strong>ocul</strong></td>
<td>eye</td>
<td>N</td>
<td>/ōk/</td>
<td>/o-c/</td>
<td>Use /k-s/.</td>
</tr>
<tr>
<td><strong>ar</strong></td>
<td>noun and adjective suffix</td>
<td></td>
<td>/ār/</td>
<td>/a-r/</td>
<td>Use /s-z/.</td>
</tr>
<tr>
<td><strong>s</strong></td>
<td>plural noun suffix, 3rd person singular verb suffix</td>
<td></td>
<td>/ärz/</td>
<td>/l-ar-s/</td>
<td></td>
</tr>
</tbody>
</table>

6. **accept**

- I am still waiting for the bike shop to accept my job application.

**ac ɛcept**

- C always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/. 
- Put a 2 over the /s/. /k-s/ said its second sound. 
- C always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/.

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
<th>Syllable</th>
<th>Sound</th>
<th>Example</th>
<th>Rule</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ac-</strong></td>
<td>to, toward, add</td>
<td>2</td>
<td>/āk/</td>
<td>/a-č/</td>
<td>Use /k-s/.</td>
</tr>
<tr>
<td><strong>cept</strong></td>
<td>to take, to seize</td>
<td></td>
<td>/sēpt/</td>
<td>/č-e-p-t/</td>
<td>Use /k-s/.</td>
</tr>
</tbody>
</table>

7. **except**

- All the apples are green except the red one.

**ex ɛcept**

- Put a 2 over the /s/. /k-s/ said its second sound. C always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/.

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
<th>Syllable</th>
<th>Sound</th>
<th>Example</th>
<th>Rule</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ex-</strong></td>
<td>out, up</td>
<td></td>
<td>/ēks/</td>
<td>/e-x/</td>
<td>Use /k-s/.</td>
</tr>
<tr>
<td><strong>cept</strong></td>
<td>to take, to seize</td>
<td></td>
<td>/sēpt/</td>
<td>/č-e-p-t/</td>
<td>Use /k-s/.</td>
</tr>
</tbody>
</table>
### Unit 15

#### 8. intercept

**in ter sept**

In soccer, the goalkeeper's job is to intercept the ball before it enters the goal.

- **/in/**  **/i-n/**  Use /i-i-e-y/.
- **/ter/**  **/t-er/**  Use the /er/ of her.
- **/sépt/**  **/c-e-p-t/**  Use /k-s/.

**Put a 2 over the /s/. /k-s/ said its second sound.**

C always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/.

---

#### 9. relevant

**rel ū vānt**

Please highlight the relevant information in this article.

- **/rēl/**  **/r-e-l/**
- **/ē/**  **/e/**
- **/vānt/**  **/v-a-n-t/**

**Put a line over the /ē/. /ē-ē/ said a long sound.**

A E O U usually say their long sounds at the end of the syllable. Any vowel may say one of the schwas, /ŭ/ or /ĭ/, in an unstressed syllable or unstressed word.

---

#### 10. irrelevant

**ir rel ū vant**

The book I got from the library was irrelevant for my research.

- **/ir/**  **/i-r/**  Use /i-i-e-y/.
- **/rēl/**  **/r-e-l/**
- **/ē/**  **/e/**
- **/vānt/**  **/v-a-n-t/**

**Put a line over the /ē/. /ē-ē/ said a long sound.**

A E O U usually say their long sounds at the end of the syllable. Any vowel may say one of the schwas, /ŭ/ or /ĭ/, in an unstressed syllable or unstressed word.

---

#### 11. general

**jēn er āl**

In general, the food at the new restaurant is delicious.

- **/jēn/**  **/g-e-n/**  Use /g-j/.
- **/ēr/**  **/e-r/**  Use the /er/ of her.
- **/āl/**  **/a-l/**

**Put a 2 over the /j/. /g-j/ said its second sound.**

G may soften to /j/ only when followed by E, I, or Y. Otherwise, G says /g/. Underline the /er/. Any vowel may say one of the schwas, /ŭ/ or /ĭ/, in an unstressed syllable or unstressed word.
12. **proclaim**

Put a line over the /ɒ/. /ɒ-ɒ-ɒ/ said a long sound. 4A E O U usually say their long sounds at the end of the syllable. 311Any vowel may say one of the schwa sounds, /ʌ/ or /ɨ/, in an unstressed syllable or unstressed word. 1C always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/. Underline the /ā/.

**pro-** in front, in favor of, forward, on behalf of **claim** to cry out, to shout

| pro- | in front, in favor of, forward, on behalf of | V | proclaimed |

13. **exclaimed**

1C always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/. Underline the /ā/.

**ex-** out, up

| ex- | out, up | V | exclaimed |

14. **disclaimer**

1C always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/. Underline the /ā/.

| dis | apart, away, opposite | N | disclaimers |

15. **ghost**

4I and O may say /ɨ/ and /ɒ/ when followed by two consonants.

| g | /g/ | Use the advanced phonogram GH which says /g/. Use /s-z/.

Underline the advanced phonogram /g/ and put an A over it. Put a line over the /ɒ/. /ɒ-ɒ-ɒ/ said a long sound.
Part 3  Words in Context

Review

- **Phonograms:** Dictate the phonograms.
  1. Oy /oi/ that may be used at the end of English words.
  2. Uɪ /ʊi/ two-letter /ʊi/ that may NOT be used at the end of English words.
  3. AW /əʊ/ two-letter /əʊ/ that may be used at the end of English words.
  4. OO /ʊʊ-ʊʊ-/ that may NOT be used at the end of English words.
  5. Oɪ /oɪ/ that may NOT be used at the end of English words.
  6. Ough /ɒʊ-ɒ-ow-ʊf-/ that may NOT be used at the end of English words.
  7. Kn /n/ two-letter /n/ used only at the beginning of a base word.
  8. Igh /ɪ/ three-letter /ɪ/.
  9. Au /əʊ/ two-letter /əʊ/ that may NOT be used at the end of English words.
  10. Ear /ər/ the /er/ of search.
  11. Aɪ /æɪ/ that may NOT be used at the end of English words.
  12. Ur /ər/ the /er/ of hurt.
  13. Gn /n/ two-letter /n/ used at the beginning or the end of a base word.
  14. Ay /æɪ/ that may be used at the end of English words.
  15. Ar /ær/.
  16. Oa /əʊ/ two-letter /əʊ/ that may NOT be used at the end of English words.
  17. Ou /ow-ʊʊ-ʊʊ-/ that may NOT be used at the end of English words.
  18. Ir /er/ the /er/ of bird.
  19. Oe /əʊ-əʊ/ that may be used at the end of English words.
  20. Wh /wh/.
  21. Augh /æ-əf/.
  22. Ed /æd-ət/ past tense ending.
  23. Ew /əʊ-ʊ/ that may be used at the end of English words.
  24. Ow /ow-ʊʊ/ that may be used at the end of English words.
  25. Tch /tʃ/ three-letter /tʃ/.

- **Spelling Rules:** Review rules 1-5, 8-11 using the Spelling Rule Cards.

- **Spelling Game:** **Spelling Snap**
  **Set Up:** Ask the students to write each of the spelling words from Unit 15 on index cards. Write the word *Snap* on two index cards per student and mix them in with the spelling words. Each student needs a notebook and a pencil.

  **How to Play:** Have each student shuffle his set of cards and place them in a pile face down in front of him. Set a timer for an agreed amount of time from 1-3 minutes. When the teacher says “go,” the students flip a spelling word card, read it, write it, and flip another, until the timer runs out. When a *Snap* card is drawn, all the cards go back on the bottom of the pile and the students begin again. Stop when the timer beeps. Students receive 2 points for each word spelled correctly and 1 point for each card face up. In a group, the student with the most points wins.

**Materials**

- Student notebook
- Spelling Rule Flash Cards
- Index cards
- Timer
- Spelling Journal
- Red and blue colored pencils
- Grammar Flash Cards 11.3, 12.3, 13.1, 13.2, 13.3
- Yellow and orange highlighters
- LOE Whiteboard

**Optional**

- The Essentials Reader, Teacher’s Guide, & Student Activity Book

**Spelling Journal**

/s/ /k/

Ask students to find words with the following sounds in their spelling list and add them to their Spelling Journal.

/s/ s, c before e, i, and y

/k/ c, k, ck, ch
Grammar Review

What is a noun? A noun is the name of a person, place, thing, or idea.


What is an article? A, an, the - tiny article adjectives that mark nouns and answer the question: Which?

Name the parts of a sentence. A sentence must have a capital letter, subject, verb, complete thought, and end mark.

What is a verb? A verb shows action, links a description to the subject, or helps another verb.

What are two types of verbs we have studied so far? action verbs and transitive verbs

What are three noun jobs we have studied so far? subject noun, direct object, and indirect object

Spelling List 15 – page 185 Identify the part of speech of each word. Mark the nouns with a red N, the verbs with a green V, and the adjectives with a blue Adj.

Identify each of the verbs. Use the past tense form in a sentence. Write the past tense in the final column.

Verbs

| A  | (equal), check, chart, dash, finish, (fruit), say, says, said |
| B  | collect, delay, allow, (recess), (suit), respond, correct, tweet, crash |
| C  | taunt, accept, except, intercept, proclaim, exclaim |

Past Tense Verbs

| A  | equaled, checked, charted, dashed, finished, (fruited), said |
| B  | collected, delayed, allowed, recessed, suited, responded, corrected, tweeted, crashed |
| C  | taunted, accepted, excepted, intercepted, proclaimed, exclaimed |

Optional Practice

Spelling Cards
Dictate the words in Unit 15 for the students to write on index cards. Color a green border around the verbs, a red border around the nouns, and a blue border around the adjectives.
Identify each of the nouns. Write the plural form in the final column.

**Nouns**

<table>
<thead>
<tr>
<th>A</th>
<th>cents, germs, gift, equal, event, check, chart, dash, finish, fruit, (say)</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>parakeet, agent, ginger, delay, cylinder, cymbal, recess, suit, tweet, crash</td>
</tr>
<tr>
<td>C</td>
<td>taunt, ancestor, bifocal, binoculars, general, disclaimer, ghost</td>
</tr>
</tbody>
</table>

**Plural Nouns**

<table>
<thead>
<tr>
<th>A</th>
<th>cents, germs, gifts, equals, events, checks, charts, dashes, finishes, fruits</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>parakeets, agents, delays, cylinders, cymbals, recesses, suits, tweets, crashes</td>
</tr>
<tr>
<td>C</td>
<td>taunts, ancestors, bifocals, generals, disclaimers, ghosts</td>
</tr>
</tbody>
</table>

**Adjectives**

| A      | excellent, equal, different                                                  |
|        |                                                                              |
| B      | ginger, generous, correct                                                    |
| C      | biannual, relevant, irrelevant, general                                      |

**Conjunction**

| C      | except                                                                        |
|--------|                                                                              |
|        | Except can be used as a conjunction. For example: Everyone is going, except Peter. |

**Past Tense**

15.8-1  Past Tense – page 186 In your workbook, read each verb aloud, then write the past tense form in the correct column.

**Quotes**

In written language, how do we communicate to the reader that we are starting a new complete thought? *We write a sentence. We know that it is a sentence because it begins with a capital letter, and it ends with an end mark.*
How do we cue the reader that they are reading a list? *We put commas between the items in the list when there are three or more items.*

Punctuation marks, like words, communicate meaning.

I will read a passage. Each time you hear a new person speaking, hold up a finger. Count the number of people. If the same person speaks again, do not hold up another finger.

“Hurry up! You are late!” shouted Mother. Makayla and Kevin bolted down the stairs. “I forgot my backpack!” yelled Makayla, as she turned on her heels and darted back up the steps. “She always forgets something,” muttered Kevin as he tied his shoes. “I will be waiting outside,” said Mother. “Okay,” said Kevin. Makayla reappeared with her overflowing backpack dangling from her arm. “Where’s Mom?” asked Makayla. “Outside. Let’s go,” said Kevin.

How many people are speaking? **three**

In writing, how will the reader know that someone is speaking?

When someone is speaking within a written sentence, we use a comma and quotation marks to set apart the words the person is saying.

15.8-2 Quotes – page 187 Read the first sentence in your workbook.

**Write the quote on the board while students read it in their workbook.**

*Taylor said, “The smallest girl ran the fastest.”*

**Point to the comma.**

When you are reading and you see a comma, pause slightly before you continue. Read the sentence to me again. **Taylor said, “The smallest girl ran the fastest.”**

Who is speaking? **Taylor**

The words contained within the quotation marks are a direct quote of what the person is saying. What did Taylor say? “**The smallest girl ran the fastest.**”

Why is there a comma? **It separates the information about who is speaking from what the person said.**

Show Grammar Flash Card 11.3

Use a comma to separate a direct quote from the rest of the sentence. Let’s say that together. **Use a comma to separate a direct quote from the rest of the sentence.**
Look at that first sentence in your workbook. Highlight the comma that separates the direct quote from the rest of the sentence in yellow.

How does the writer indicate that Taylor is actually speaking? **There are quotation marks when Taylor begins to speak and quotation marks when she stops speaking.**

Show Grammar Flash Card 13.1.

Use quotation marks around direct quotations. **Use quotation marks around direct quotations.**

Highlight the quotation marks yellow. Where is the period at the end of the sentence? **It is before the quotation marks.**

With your hand, cover *Taylor said*, leaving only “The smallest girl ran the fastest.” showing.

Is this a sentence? Yes, it has a subject and a verb and it is a complete thought.

Notice that when the text is quoting a complete sentence, it begins with a capital letter.

Show Grammar Flash Card 12.3.

Repeat after me: Capitalize the first word of a direct quotation unless it begins in the middle of the quoted sentence. **Capitalize the first word of a direct quotation unless it begins in the middle of the quoted sentence.**

Read the sentence as I write it on the board.

*Mom said he needs to stop “beating around the bush” and just tell her what happened.*

Why didn’t I capitalize the first word within the quotes? **The quote is not a complete sentence. The author is only quoting part of what Mom said.**

Show Grammar Flash Card 13.2.

Place commas and periods inside the quotation marks. **Place commas and periods inside the quotation marks.**

Highlight the period yellow. Highlight the words that are a direct quote orange.

---

**Grammar Flash Card 13.1 Quotation Marks**

Use quotation marks around direct quotations.

**Grammar Flash Card 12.3 Capitalization**

Capitalize the first word of a direct quotation unless it begins in the middle of the quoted sentence.

**Grammar Flash Card 13.2 Quotation Marks**

Place commas and periods inside the quotation marks.
Read the second sentence in your workbook and I will write it on the board.

“The smallest girl ran the fastest,” Taylor said.

What do you notice about this sentence? It is the same as the first one, but it is in the opposite order. The comma is inside the quotation marks. The comma separates what was said from who was speaking. The period is after said.

Highlight the quotation marks around the direct quote yellow. Highlight the comma that separates the direct quote from the rest of the sentence yellow. Highlight the period at the end of the sentence yellow. Highlight the words that are a direct quote orange.

Read the third and fourth sentences in your workbook. What do you notice?

“I passed the test!” shouted Josh.

Josh shouted, “I passed the test!”

The quote ends with an exclamation point. The exclamation point is inside the quotes. In the first sentence, the exclamation point takes the place of the comma.

Highlight the quotation marks around the direct quote yellow. Highlight the exclamation point yellow. Highlight the comma yellow. What happened to the comma in the first sentence? The exclamation mark took its place. Highlight the period at the end of the sentence yellow. What happened to the period in the second sentence? The exclamation mark took its place. Highlight the direct quote orange.

15.8-3 Compare the Quotes – page 187 Read the sentences in your workbook.

“I saw a cow running down Main Street,” reported the mayor.

The mayor reported that he saw a cow running down Main Street.

How are these sentences different? The mayor is actually speaking in the first sentence, and there is a direct quote of the words that the mayor said. The second sentence tells about what the mayor said but
he is not actually speaking.

Show Grammar Flash Card 13.3.

Do not use quotation marks if the person is not actually speaking.

Highlight the quotation marks around the direct quote in yellow.
Highlight the comma that separates the direct quote from the rest of the sentence yellow.
Highlight the period at the end of the sentence yellow.
Highlight the direct quote orange.

Write a set of quotation marks on your whiteboard. I will read a sentence. If it includes a direct quote, hold up your whiteboard. If it does not include a direct quote, then shake your head “no” for no quotes.

The teacher asked the students to put down their pencils. no quotes
“Come on in! I am so glad to see you,” said Mrs. Henderson. quotes
The farmer said that he expects the price of corn to be low this year. no quotes
The security agent said, “I need to see your driver’s license.” quotes
“What time is it?” asked Grace. quotes
The officials announced the race would be starting in five minutes. no quotes

15.8-4 Quotes – page 188 Read each sentence. Highlight the quotation marks yellow. Highlight the comma yellow. Highlight the end mark yellow. Highlight the direct quote orange.

Identifying Parts of Speech

15.8A Identifying Parts of Speech – page 189 Read the sentence. I will write it on the board. Together we will label the parts of speech.

Six children finished the difficult lesson.

Who finished? children, subject noun
What is being said about children? children finished, verb
How many children? six, adjective
What did the children finish? lesson, direct object
What kind of lesson? difficult, adjective
Which lesson? the, article adjective
Is there a direct object receiving the action of the verb? yes
Then what kind of verb is it? a transitive verb
Write a T next to the V to show the type of verb.
Where will we divide the subject and the predicate? *between children and finished*
Underline the simple subject.
Double underline the simple predicate.

Adj SN TV A Adj DO
Six children / finished the difficult lesson.

*Mother mailed Leo a long letter.*

Who mailed? *Mother, subject noun*
What is being said about Mother? *Mother mailed, verb*
What did Mother mail? *letter, direct object*
What kind of letter? *long, adjective*
Which letter? *a, article adjective*
To whom did she mail it? *Leo, indirect object*
Is there a direct object receiving the action of the verb? *yes*
Then what kind of verb is it? *a transitive verb*
Write a T next to the V to show the type of verb.
Where will we divide the subject and the predicate? *between Mother and mailed*
Underline the simple subject.
Double underline the simple predicate.

SN TV IO A Adj DO
Mother / mailed Leo a long letter.

*Alex sold the tourists beautiful flowers, fresh fruit, and hot drinks.*

Who sold? *Alex, subject noun*
What is being said about Alex? *Alex sold, verb*
What did Alex sell? *flowers, direct object*
What kind of flowers? *beautiful, adjective*
What did else Alex sell? *fruit, direct object*
What kind of fruit? *fresh, adjective*
What else did Alex sell? *drinks, direct object*
What kind of drinks? *hot, adjective*
What is the word “and”? *conjunction*
To whom did he sell them? *tourists, indirect object*
Which tourists? *the, article adjective*
Is there a direct object receiving the action of the verb? *yes*
Then what kind of verb is it? *a transitive verb*
Write a T next to the V to show the type of verb. Where will we divide the subject and the predicate? between Alex and sold
Underline the simple subject. Double underline the simple predicate.

SN    TV       A       IO          Adj           DO        Adj     DO     C
Alex / sold the tourists beautiful flowers, fresh fruit, and
Adj   DO
hot drinks.

Dictation

Read each sentence. Ask the students to repeat it aloud, then write it in their notebooks.

A
1. Grandma said, “The children attended the play.”
2. The girl got a different chart.

B
1. The director returned the cymbals.
2. The teacher delayed recess.

C
1. She says, “The expert researched her ancestors.”
2. The prominent scientist accepted the contract.

Optional The Essentials Reader

Unit 14: William Kamkwamba

- Re-read “William Kamkwamba” on pages 45-49 of The Essentials Reader.
- Complete any remaining Post-Reading activities on page 38 of The Essentials Reader Teacher’s Guide.
- Begin the Handwriting & Composition activities on page 39 of The Essentials Reader Teacher’s Guide.
### Part 4  Words in Action

#### Review

- **Phonograms:** *Phonogram Timed Reading* Time how quickly the students can read all the phonograms (sounds only). Challenge the students to beat their best time.

- **Grammar:** **15.10-1 Quotes** – page 192 Add quotation marks and a comma where they’re needed for each sentence.

  Name the parts of a sentence. *A sentence must have a capital letter, subject, verb, complete thought, and end mark.*

  **15.10-2 Sentences and Fragments** – page 193 Write an S next to the complete sentences. Write an F next to the fragments.

  Write a present tense sentence on the board. Direct the students to rewrite the sentence in past tense on their whiteboards.

  - The woman designs books.
  - The sisters play games.
  - The boy throws the ball.
  - The man watches the bird.
  - The author laughs.

#### Vocabulary

**Level A Vocabulary**

Today we will learn a new morpheme. This morpheme will be added to the beginning of English words. What do we call a morpheme that is added to the beginning of a word? *It is called a prefix.*

**re-**

- **15.11A-1 The Prefix Re-** – page 194 In your workbook you have five sentences that use the prefix re-. Read each sentence. Think carefully about the meaning of the word. Then raise your hand when you think you know what re- means.

  What does re- mean? *Re- means to do it again.*

- **15.11A-2 Vocabulary** – page 195 Add re- to each word. Read the word. Use it in a sentence aloud.

---

**Challenge**

**Past and Present**

Ask the students to think of a present tense sentence using their spelling words. Write the sentence on the board. Then ask the students to rewrite the sentence in past tense.

**re-**

again, back, backward

Latin
Today we will learn a new morpheme that is added to the end of the word. What is a morpheme that is added to the end of the word called? *It is called a suffix*

\[
\text{shovel} + \text{ful} =
\]

What new word is formed? *shovelful*
What does *shovelful* mean? *It means the amount of something that will fill up a shovel.*
Use it in a sentence.
What do you notice about the suffix *-ful*? *It is written with one L.*
Write the suffix *-ful* on your whiteboard.

How is the word *full* spelled? *with two L’s*
Write the word *full* on your whiteboard.
Point to the suffix *-ful.*
Point to the word *full.*
Many people mix up the suffix *-ful* with the word *full.* Therefore we have a spelling rule to remind us how to spell the suffix correctly.

**Show Spelling Rule 24.**
*Ful* is a suffix written with one L when added to another syllable.

**15.11B The Suffix *-ful* – page 196** Form new words using the suffix *-ful* in your workbook. Use each word in a sentence.

Now we will play a game using *-ful.* I will say a word. Write it using the phonogram tiles. If you spell the base word correctly, you will receive one point. If you spell the suffix correctly, you will receive one point. We will play to 20 points. Many of these words have not been on our Spelling Lists. However, they only use phonograms that you already know.

**-ful**

| painful | delightful | powerful |
| joyfull | eventful | pocketful |
| pocketful | mouthful | restful |
| wonderful | helpful | skillful |
| fruitful | stressful | spoonful |
| bowlful | lawful | truthful |
| bucketful | meaningful | watchful |
| cheerful | thoughtful | youthful |
Level C Vocabulary

What do you notice about Spelling List 15.C? *Three words begin with bi-:* biannual, bifocals, binoculars. *Three words include cept:* accept, except, intercept. *Irrelevant and relevant are related:* Three words include claim: proclaim, exclaim, disclaimer.

bi-

What do you think the prefix bi- means?
Draw a picture of binoculars.
Draw a picture of a bicycle.

Do you notice anything that is similar between a bicycle and binoculars? *The bicycle has two wheels. Binoculars have two lenses.*

Show the Morpheme Card bi-.

**Bi-** means two or twice.
What are bifocals?

Show the students a pair of bifocals.

*Bifocals* are glasses that have two prescriptions. One part of the lens usually helps your eyes to focus on something up close. The second part of the lens helps to focus farther away.

What morphemes do you see in bifocal? **bi-, foc, -al**

bi + foc + al

What does bi- mean? **two**
How does this relate to bifocals? *They have two places to focus.*
The root foc is from focus. What does it mean to focus? Interestingly the morpheme foc in Latin meant fireplace or hearth.
How do you think a word that meant fireplace came to mean focus? *The fireplace was the focal point of the room.*
What does the prefix -al mean? **characterized by**

What three morphemes are in biannual? **bi-, annu, -al**

Show the Morpheme Card annu.

What does annual mean? *occurring once a year*
What does biannual mean? *occurring twice a year*

Show the students a pair of binoculars.

What do you see that is related to the number two with binoculars? *Binoculars have two lenses.*
Which form of the Latin prefix for two is used? *bin-*
Do you have any guesses what *ocular* refers to?

Show the Morpheme Card [ocul].

*Ocular* means pertaining to the eyes.
How are *binoculars* related to eyes? *You look through binoculars with your eyes to see things that are far away, and there are two lenses, one for each eye to look through.*

**relevant, irrelevant**

15.11C-1 Sentences – page 197 Read the sentences. Think about what you know about morphemes. Complete each sentence with either relevant or irrelevant.

What does *relevant* mean? *connected to, related*
What two morphemes form *irrelevant?* *ir- and relevant*
What prefix assimilated to *ir-?* *in-*
Why? *relevant starts with /r/*
What does the prefix *ir-* mean? *not*

**inter-, cept**

What words in the list include the morpheme *cept?* *accept, except and intercept*

Show the Morpheme Card [cept].

*Cept* means to take or to seize.
I will throw a ball to (student). I want (student) to intercept it.
Teacher Tip: Do not provide the students with a clue about what it means to intercept. Ask one student to intercept the ball when you try to throw it to someone else.

What does it mean to intercept? *Intercept means to get in the middle and take something*
When you intercepted the ball, the ball was traveling between two people. In your notebook, write all the words that you can think of that start with *inter-.* *intersection, interchange, interlibrary, international, interrupt…*

What does *inter-* mean? *between, among*

Show the Morpheme Card [inter].

What are the morphemes in *intercept?* *inter- and cept*
What does *intercept* mean? *to take between, or to seize something from between two other people.*
except, accept

15.11C-2 Accept and Except – page 197
Read the words. Do they sound the same? yes
Read the definitions. Do they mean the same thing? No, in some ways they are opposites.
These words are opposites! Words that sound the same but have different meanings are called homophones. Although these words have opposite meanings, many people mix them up with spelling. But when we know the morphemes it will help us to remember which one to use where.

What are the morphemes in except? ex- and cept
Write them on your whiteboard.

ex- + cept
What does ex- mean? out
Just knowing that ex- means out and cept means to take, what is the definition of except? to take out
Which definition do you think matches with except? to leave out, to not include

What are the morphemes in accept? ac- and cept
Write them on your whiteboard.

ac- + cept
What prefix assimilates to ac-? ad- which means toward
What does accept mean? to take toward
Which definition in your workbook defines accept? to receive with approval
Write two sentences using except and two sentences using accept in your notebook.

15.11C-3 Matching – page 198
Match the morphemes to the definitions.

claim
Show the Morpheme Card claim.
Claim means to cry out or to shout.

15.11C-4 Vocabulary – page 199
Highlight the morphemes in different colors. Write the definition of each of the morphemes. Look up the word definition in a dictionary and write it on the next line. Compare the two definitions. Write a sentence using the word.

**Teacher Tip**

Except, Accept
except - to leave out, to not include (take out)
accept - to receive with approval (take toward)

Homophone
homo - same
phone - sound

**ex-**
e-	
ec-	ef-
out, up
Latin

**ad-**
a-	ag-	ar-
ac-	al-	as-
af-	an-
at-
ap-
to, toward, add
Latin

**claim**
to cry out, to shout
Latin
Dictation

Read each sentence. Ask the students to repeat it aloud, then write it in their notebooks.

A
1. The girl says, “Check the chart.”
2. Mother, Father, and Aunt Kim finished the fruit.
3. The children sell excellent gifts.

B
1. The parents responded, “We understand.”
2. A winter storm delayed the king’s banquet.
3. The teacher corrected the president’s report.

C
1. A volunteer assigned a compass and binoculars to each member.
2. The inspector accepted the amendment.
3. The puppet taunted the spectators.

Writing Strong Sentences

A
15.13A Composition – page 200 Write six sentences with a subject, past tense verb, and direct object. Make sure to change the verb from present tense to past tense.

Optional The Essentials Reader

Unit 14: William Kamkwamba

- Complete the Handwriting & Composition activities on page 39 of The Essentials Reader Teacher’s Guide.
- Choose one activity to complete from the Extension & Cross-Curricular Activities on page 39 of The Essentials Reader Teacher’s Guide.
**Part 5  Check Your Understanding**

**Review**

- **Grammar:** Review Grammar Flash Cards 12.1, 12.3, 13.1, 13.2, 13.3.

- **Vocabulary:**
  
  Provide the students with five index cards. Say the meaning of a morpheme. The students should write the morpheme on an index card. Combine these with the index cards from previous units.

  - two, twice — *bi-*
  - year — *anu*
  - eye — *ocul*
  - to take, to seize — *cept*
  - to cry out, to shout — *claim*

  Choose ten morphemes to practice. Lay them definition side up on the table. Say the morpheme and ask the student to slap the right definition. Choose ten new morphemes. Lay them morpheme side up. Say the definition and ask the student to slap the right morpheme.

---

**Check Your Understanding**

**Phonograms**

Dictate the phonograms for the students to write in their workbooks. They may need to add one more line in their workbooks.

1. *ir* /er/ the /er/ of bird
2. *or* /ər/
3. *ck* /k/ two-letter /k/
4. *ou* /ow-ō-ū-ū/ that may NOT be used at the end of English words.
5. *k* /k/ tall /k/
6. *ch* /ch-k-sh/
7. *ur* /er/ the /er/ of hurt
8. *oe* /o-ō/ that may be used at the end of English words.
9. *r* /r/
10. *igh* /i/ three-letter /i/
11. *kn* /n/ two-letter /n/ used only at the beginning of a base word.
12. *y* /y-ī-ē/
13. *p* /p/
14. *ear* /er/ the /er/ of search
15. *x* /ks-z/
16. *gn* /n/ two-letter /n/ used at the beginning or the end of a base word.
17. *ed* /e-d-d/ past tense ending
18. *th* /th-Th/
19. *h* /h/
20. ew /ō-ū/ that may be used at the end of English words.
21. ui /ō/ two-letter /ō/ that may NOT be used at the end of English words.
22. s /s-z/
23. oi /oi/ that may NOT be used at the end of English words.
24. o /ō/ that may be used at the end of English words.
25. ng /ng/
26. g /g-j/
27. qu /kw/
28. d /d/
29. b /b/
30. i /i-ē-y/
31. ow /ow-ō/ that may be used at the end of English words.
32. qu /kw/
33. u /u-ū-ū-/u/
34.oa /ō/ two-letter /ō/ that may NOT be used at the end of English words.
35. d /d/
36. augh /ā-āf/
37. c /k-s/
38. e /ē-ē/
39. es /ez-z/
40. er /er/ the /er/ of her
41. ough /ō-ō-ō-ūf-ōf/.
42. w /w/
43. f /f/
44. ay /ā/ that may be used at the end of English words.
45. tch /ch/ three-letter /ch/
46. ea /ē-ē-ā/
47. ai /ā/ that may NOT be used at the end of English words.
48. wh /wh/
49. v /v/
50. sh /sh/ used only at the beginning of a word or at the end of a syllable.
51. a /ā-ā-
52. oo /ō-ū-ō/
53. l /l/
54. n /n/
55. ar /är/
56. j /j/ the /j/ of jump
57. oy /oi/ that may be used at the end of English words.
58. z /z/
59. ee /ē/ double /ē/
60. aw /ā/ two-letter /ā/ that may be used at the end of English words.
61. t /t/

Dictation

Read the sentence. Ask the students to repeat it aloud, then write it in their workbooks. Do NOT ask students to mark the parts of speech.

A
1. Father held thirteen cents.
2. That soap destroys germs.
3. The boys and girls read an excellent book.
4. Mother saw the small gift.
5. Three plus ten equals thirteen.
6. The children watched a different play.
7. The events start at ten o'clock.
8. The woman checked the fruit.
9. Grandmother mailed the chart.
10. The duck finished the corn.
11. say
12. says

B
1. The parakeet said, “Tweet.”
2. A generous agent corrected the doctor’s ticket.
3. The ginger seedling is growing in the soil.
4. The squirrel collects acorns.
5. Lightning will delay recess.
6. The artists allowed crashing cymbals.
7. A rabbit is standing on the cylinder.
8. The referee avoided a crash.
9. The queen responded.
10. The clerk bunched up the suit.

C
1. The journal is biannual.
2. The dentist taunted his assistant.
3. Her ancestors intercepted the schooner at the wharf.
4. The professor put his bifocals and binoculars in the canoe.
5. The general accepted the command.
6. The customers’ character is irrelevant.
7. The assignment is relevant.
8. The scientist exclaimed, “I saw a ghost!”
9. The container has a disclaimer on it.
10. The mayor proclaimed the start of the contest.

Reading
A
Ask the student to read the sentences aloud. Count how many words the student reads correctly.

Optional The Essentials Reader

Unit 14: William Kamkwamba

- Choose one activity to complete from the Extension & Cross-Curricular Activities on page 39 of The Essentials Reader Teacher’s Guide.
15.3-1  Hard C

Read the words. Highlight the C in yellow. Highlight the sound that follows the C in blue.

- cat
- cap
- cop
- cut
- cub
- clap
- act
- picnic

15.3-2  Soft C

Read the words. Highlight the C in yellow. Highlight the sound that follows the C in orange.

- cent
- center
- cell
- cinch
- cider
- citrus
- cinnamon
- cylinder
15.3-3  Hard G

Read the words. Highlight the G in yellow. Highlight the sound that follows the G in blue.

- gap
- got
- gum
- glad
- green
- big
- bug
- rag

15.3-4  Soft G

Read the words. Highlight the G in yellow. Highlight the sound that follows the G in orange.

- gem
- general
- ginger
- margin
- gym
- gymnast

15.3-5  Hard G

Read the words. Highlight the G in yellow. Highlight the sound that follows the G in orange.

- get
- gift
- begin
- gear
- gill
- forget
## Spelling List 15

### Level ____

<table>
<thead>
<tr>
<th>Spelling Words</th>
<th>Part of Speech</th>
<th>Plural, Past Tense</th>
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<td>2.</td>
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<td>15.</td>
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</tbody>
</table>
15.8-1 Past Tense

Read the verb aloud. Then say the past tense. If you hear /ête/ at the end, write it in the first column. If you hear /d/ at the end, write it in the second column. If you hear /t/ at the end, write it in the third column. If you make the verb past tense in another way, write it in the column for irregular verbs.

<table>
<thead>
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<th>hand</th>
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<th>cost</th>
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<th>Irregular Verbs</th>
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15.8-2 Quotes

Read the sentence. Follow the instructions given by your teacher.

1. Taylor said, “The smallest girl ran the fastest.”
2. “The smallest girl ran the fastest,” Taylor said.
3. “I passed the test!” shouted Josh.
4. Josh shouted, “I passed the test!”

15.8-3 Compare the Quotes

Read both sentences. Follow the instructions given by your teacher.

1. “I saw a cow running down Main Street,” reported the mayor.
2. The mayor reported that he saw a cow running down Main Street.
15.8-4 Quotes

Read each sentence. Highlight the quotation marks yellow. Highlight the comma yellow. Highlight the end mark yellow. Highlight the direct quote orange.

1. Sam said, “I want to go to the park after dinner.”
2. “The show will begin at six o’clock,” Karen reminded.
3. Father said, “Go get in bed!”
4. “Mother exclaimed, “Matt grew three inches this year!”
5. “It is cold out. Put on warm mittens,” said Paul.
15.8A Identifying Parts of Speech

Label the parts of speech as your teacher writes them on the board.

Six children finished the difficult lesson.

Mother mailed Leo a long letter.

Alex sold the tourists beautiful flowers, fresh fruit, and hot drinks.
15.8B Identifying Parts of Speech

Label the parts of speech as your teacher writes them on the board.

The teacher found Mason the correct books.

The parent volunteers returned the students’ poems, reports, and flash cards.

The agent collected the customers’ tickets.
15.8C Identifying Parts of Speech

Label the parts of speech as your teacher writes them on the board.

The scientists interpreted the experiment.

The overzealous lawyer taunted the witness, entertained the spectators, and offended the sheriff.

General Wilson showed Abigail the inspector’s binoculars.
15.10-1 Quotes

Add quotation marks and a comma where they are needed for each sentence.

1. The teacher said let the class begin.
2. The show starts at seven o’clock said the clerk.
3. Mrs. Hammel said read chapters three and four today.
4. Thank you for the balloons shouted the children.
15.10-2  Sentences and Fragments

Write an S next to the complete sentences. Write an F next to the fragments.

1. _____ The boy remembers the man.
2. _____ The old woman.
3. _____ Thirteen sons and daughters.
4. _____ Ella knows the best music.
5. _____ Harper searches the backyard.
6. _____ The children open the door.
7. _____ Flowers.
8. _____ Grandpa drinks the milk.
9. _____ Students read the book.
10. _____ Eat, drink, play, and swim.
15.11A-1 The Prefix Re-

Read each sentence. Reread the word typed in bold. What does re- mean?

1. Mother **rewashed** the dishes.
2. The cook **refilled** the flour bin.
3. The boy **reread** the poem again and again.
4. Grandpa **reset** his watch.
5. Mom **remixed** the batter.
15.11A-2 Vocabulary

Combine the morphemes to make new words. Read each new word and use it in a sentence.

- re-

check
new
turn
draw
visit
start
play
light
sell
send

1. __________________________
2. __________________________
3. __________________________
4. __________________________
5. __________________________
6. __________________________
7. __________________________
8. __________________________
9. __________________________
10. __________________________
15.11B The Suffix -ful

Combine the morphemes to make new words. Write sentences that use the words.

1. wonder + ful

2. rest + ful

3. pain + ful

4. fear + ful

5. joy + ful
15.11C-1 Sentences

Read each sentence. Think about what you know about the morphemes. Complete each sentence with either relevant or irrelevant.

1. Only include the evidence that is __________________ to developing a strong argument.

2. Once again the candidates are avoiding the real question by rambling on about __________________ facts.

3. Though the technician tried to answer my question, all the information he provided was __________________ to solving the real problem.

4. If you read only the first chapter, you will find all the information you need for the test. The rest of the book is __________________.

15.11C-2 Accept and Except

Read the words. Then read the definitions. Match each word to its definition.

except to receive with approval

accept to leave out, to not include
15.11C-3 Matching

Match each morpheme to its definition.

**inter-** out, up
**cept** between, among
**ad-, ac-** again, back, backward
**ex-** to, toward, add
**bi-** to stand
**tract** to pull
**re-** true
**sist** below, under, beneath
**sub-** to take, to seize
**ver** two, twice
**sent** feeling
15.11C-4 Vocabulary

Highlight the morphemes in different colors. Write the meaning of the prefix and root. Look up the word definition in the dictionary and write it on the next line. Compare the two definitions. Write a sentence using the word.

1. **proclaim**

   Define Morphemes _______________________________________________

   Dictionary Definition ____________________________________________

   Comparison ____________________________________________________

   Sentence ______________________________________________________

2. **exclaim**

   Define Morphemes ______________________________________________

   Dictionary Definition ____________________________________________

   Comparison ____________________________________________________

   Sentence ______________________________________________________

3. **disclaimer**

   Define Morphemes ______________________________________________

   Dictionary Definition ____________________________________________

   Comparison ____________________________________________________

   Sentence ______________________________________________________
15.13A Composition

Write six sentences with a subject, past tense verb, and direct object. Make sure to change the verb from present tense to past tense.

- children                  drink                  hill
- mother                    pour                   cliff
- author                    see                    book
- worker                    need                   oil
- writer                    pick                   milk
- aunt                      sign                   paper
- son                       mail                   wheel
- boy                       pull                   water
- hold                      gift

Six children drank water.

1. ______________________________________

2. ______________________________________

3. ______________________________________

4. ______________________________________

5. ______________________________________

6. ______________________________________
Phonograms

Write the phonograms as your teacher dictates them.

1. __________  17. __________  33. __________  49. __________
2. __________  18. __________  34. __________  50. __________
3. __________  19. __________  35. __________  51. __________
4. __________  20. __________  36. __________  52. __________
5. __________  21. __________  37. __________  53. __________
6. __________  22. __________  38. __________  54. __________
7. __________  23. __________  39. __________  55. __________
8. __________  24. __________  40. __________  56. __________
9. __________  25. __________  41. __________  57. __________
10. __________ 26. __________  42. __________  58. __________
11. __________ 27. __________  43. __________  59. __________
12. __________ 28. __________  44. __________  60. __________
13. __________ 29. __________  45. __________  61. __________
14. __________ 30. __________  46. __________
15. __________ 31. __________  47. __________
16. __________ 32. __________  48. __________
Dictation

1. 

2. 

3. 

4. 

5. 

6. 

7. 

8. 

9. 

10. 

11. 

12. 

13. 

Level A

Reading Fluency

Read the sentences aloud.

1. Jill waters the flowers.
2. The songbirds eat the birdseed.
3. Patrick and Ann sail boats.
4. Mr. Carter and Mr. Roberts search the river.
5. The women hear David and Mark laughing.
6. The blackbird hurt its wing.
7. The weather turns cold this week.
8. Grandmother enjoys reading good books in the winter.
9. The children swim, play, run, and shout.
10. Ellen needs flowers, bread, and eggs.
<table>
<thead>
<tr>
<th>Word</th>
<th>Pronunciation</th>
</tr>
</thead>
<tbody>
<tr>
<td>William</td>
<td>Wil liäm</td>
</tr>
<tr>
<td>Kamkwamba</td>
<td>Käm kwäm bä</td>
</tr>
<tr>
<td>Malawi</td>
<td>Mä lä wi</td>
</tr>
<tr>
<td>community</td>
<td>com mū ni ty</td>
</tr>
<tr>
<td>uniform</td>
<td>ū ni form</td>
</tr>
<tr>
<td>learning</td>
<td>learner ning</td>
</tr>
<tr>
<td>engineer</td>
<td>en gin eer</td>
</tr>
<tr>
<td>scorched</td>
<td>scorched</td>
</tr>
<tr>
<td>drought</td>
<td>drought</td>
</tr>
<tr>
<td>throughout</td>
<td>through out</td>
</tr>
<tr>
<td>hungry</td>
<td>hun gry</td>
</tr>
<tr>
<td>destroyed</td>
<td>dē stroyed</td>
</tr>
<tr>
<td>library</td>
<td>lī brā ry</td>
</tr>
<tr>
<td>electricity</td>
<td>ē lec tri ci ty</td>
</tr>
</tbody>
</table>
William Kamkwamba was born on a farm in Malawi in 1987. With others in his community, his family grew corn. The corn was ground into cornmeal and eaten for every meal. The corn crop depended on the weather. As long as the rain fell, the corn grew and the family had food to eat.

William helped his family on the farm. He dug up the soil to get it ready for planting. He planted the seeds and tended the growing seedlings. He pulled out weeds and helped harvest the crop.

William also went to school. In Malawi, school was not free. William’s family had to pay school fees. The family also had to pay for books and a school uniform. William loved learning, and he
dreamed about becoming an engineer. Although his family was poor, if the rain fell each year his family had enough food. And if the crops grew well, his father sold them to pay for school.

But in 2001, when William was 14 years old, the rain did not fall for months and months. When the rain finally did fall, it rained too hard and washed away the seeds. The ground flooded. After the floods, the rain did not fall again. The few plants that did grow got scorched in the sun and wilted away. The drought affected farms throughout Malawi. Without the corn crop, everybody was hungry. Many went to other towns to look for food, but it was hard to find any. Many began starving.

At school, William and the other children felt so hungry that it was hard to think and learn. Also, without a corn crop, his family had no way to pay his school fees. William had to drop out of school. He attempted to sneak into school for free, but then the teacher found out that he had not paid, so he had to stop. His dream of becoming an engineer was destroyed.

At first, William spent his days searching for
food, but he did not find any. He attempted to catch birds, but the birds flew away too quickly. He was always hungry, but he had no way to fill his stomach. He wanted to get his mind off his hunger.

Then he remembered the library in town. William began to visit the library often. He planned to keep up in his school subjects and to return to school when the drought was over.

He read books about all sorts of subjects, but he was most interested in engineering and electricity. When he found a book about windmills, a new dream grew in his mind. He wanted to construct a windmill to power a water pump for watering the corn. A windmill with a water pump can bring water to crops even if no rain falls. For William, a windmill meant electricity and freedom from drought and hunger.
William knew it was a big, difficult project. So first he constructed a small model of a windmill using scraps he found. He learned from his model. The small windmill generated enough electricity to power a small radio.

After that, William felt ready to construct a bigger windmill. A bigger windmill needed bigger parts. He found many parts at a junkyard that had lots of old cars and tractors. A good pal also bought parts for him.

When he was at the junkyard, boys from school teased him for digging in the trash. Others in town thought he was crazy. Even his mother did not understand what he was doing. But at last his big windmill was finished.

This windmill was still not big enough to power a water pump. But William hoped it was big enough to power a light bulb. When William was ready to connect the windmill to a light bulb, a crowd gathered to watch. The crowd expected it to fail. But it did not fail! It lit the light bulb! The crowd
was thrilled. Everybody started calling the windmill “electric wind.” And instead of calling William crazy, everybody called William smart.

Men from other towns heard about William’s windmill and visited him. Reporters wanted to report about it in newspapers. Then a man who heard about William’s windmill volunteered to pay his school fees. William went back to school.

William was happy. When he was not in school, he kept toiling on a new windmill. At last, William constructed a windmill that was big enough to send power to a water pump for the family farm.

Later William constructed an even bigger water pump. This water pump used solar power, or power from the sun, to get electricity. It was big enough to pump water to everybody in his town! William was happy that everybody in his town had enough water.
Pre-Reading

- Find Malawi on a map. What do you know about Malawi?
- Lead a discussion about farming. What are crops that farmers grow? What are the steps a farmer needs to follow to grow a crop? What do plants need to grow? What happens if there is not enough sun or rain?
- Write the word biography on the board with bio in one color and graph in a second color. What other words do you know with bio? (biology, biodegradable, biological...) Do you know what bio means? (life) What other words do you know with graph? (graph, calligraphy, autograph, telegraph...) Do you know what graph means? (write) What is a biography? (a written account of someone’s life) Today’s text is a biography.

- Students who struggle with language processing would benefit from watching William Kamkwamba’s TED Talk at www.ted.com/talks/william_kamkwamba_how_i_harnessed_the_wind before reading the text.

- Pre-Reading 14 – page 85 Practice reading each word. Ask the students to underline the multi-letter phonograms and mark where the syllables divide.

<table>
<thead>
<tr>
<th>Word</th>
<th>Multi-letter Phonogram</th>
<th>Syllables</th>
</tr>
</thead>
<tbody>
<tr>
<td>William</td>
<td>Wil čiám</td>
<td>scorched</td>
</tr>
<tr>
<td>Kamkwamba</td>
<td>Käm kwäm bà</td>
<td>drought</td>
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<td>Malawi</td>
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<td>en 2gin 2eer</td>
<td>electricity</td>
</tr>
</tbody>
</table>
Post-Reading

- **Vocabulary:** Ask students to find a non-English word in the text. What clue did you use to identify it? The word *Malawi* does not follow Spelling Rule 3 (English words do not end in I, U, V, or J) because it is not an English word.

- **Vocabulary & Inferencing:** Find the word *scorched*. From the context and the picture, what do you think *scorched* means?

- **Vocabulary & Inferencing:** Find the word *drought*. From the context what is a drought?

- **Vocabulary:** Find the words *solar power*. What is *solar power*?

- **Recall & Understand:** Why did William have to drop out of school? At what point was he most discouraged? What gave him hope?

- **Recall & Understand:** How did William continue his learning? Why did he want to make a windmill? What challenges did he face as he built it?

- **Recall & Understand:** Did his mother believe in him? Did the people in his village? How did William respond to their doubts?

- **Recall, Understand, & Predict:** What problems did William face? What small steps did William take to solve the problems? What would have happened if he only looked at the big problem?

- **Analyze:** Think of a problem that prevented you from doing something that was important to you. How did you handle the situation?

- **Evaluate & Apply:** William faced many problems: poverty, famine, hunger, lack of school, people thinking he was crazy. How would you have reacted if you were William?

- **Evaluate & Apply:** What kind of person is William? How do we know? What can you learn from William?

- **Evaluate:** What is a hero? Is William a hero?
Handwriting & Composition

- Practice handwriting with Cursive 14 – page 87 or Manuscript 14 – page 88.

- **Recall, Understand, Analyze, Create:** Explain that the students will make a biography of William Kamkwamba. Ask the students to re-read the text paragraph by paragraph. After finishing each paragraph, have them summarize the paragraph or choose one important piece of information from the paragraph that they would like to include in their biography and write it on Main Ideas 14 – page 89. Explain that the students should not copy a sentence word-for-word from the text, but restate the idea in their own words. After the students have completed this for each paragraph, ask the students to use these notes to either orally tell or write a biography of William Kamkwamba.

- Create a brochure to sell William’s windmills in the villages in Malawi.

Extension & Cross-Curricular Activities

- Watch William Kamkwamba tell about his windmill at www.ted.com/talks/william_kamkwamba_how_i_harnessed_the_wind. Re-read the text after listening to the TED Talk. (Highly recommended!)

- Read Kamkwamba’s picture book for children called The Boy Who Harnessed the Wind (or the adult biography by the same title).

- Read other books about windmills.

- Build model windmills.

- Have students research various forms of energy using Energy – page 92. First, write a short definition of renewable energy and non-renewable energy at the top of the page. Then write what each kind of energy is, whether it is renewable or non-renewable, and some key facts about that type of energy. Students may use the information to give a presentation about sources of energy or to create a poster.

- Build wind powered cars. Have students experiment by creating wind powered cars with various materials: drinking straws, index cards, Life Savers® mints, paper clips, tape, rubber bands, scissors, string, paper. Place the cars in front of an electric fan to see which one travels the longest distance. If you have time, allow students to study their designs and make adjustments for a second try. This allows students to practice the scientific process.
Unit 14 – William Kamkwamba

Pre-Reading 14

William
Kamkwamba
Malawi
community
uniform
learning
engineer

scorched
drought
throughout
hungry
destroyed
library
electricity
In Malawi, school was not free. William’s family had to pay school fees. The family also had to pay for books and a school uniform. William loved learning, and he dreamed about becoming an engineer.
In Malawi, school was not free.

William’s family had to pay school fees.

The family also had to pay for books and a school uniform. William loved learning, and he dreamed about becoming an engineer.
Unit 14 – William Kamkwamba
Main Ideas 14
# Unit 14 – William Kamkwamba

## Energy

### Renewable

<table>
<thead>
<tr>
<th>Resource</th>
<th>Renewable</th>
<th>Non-renewable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wind Power</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hydroelectric</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Solar Power</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Natural Gas</td>
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</tbody>
</table>

### Non-renewable

<table>
<thead>
<tr>
<th>Resource</th>
<th>Renewable</th>
<th>Non-renewable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nuclear</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coal</td>
<td></td>
<td></td>
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</tbody>
</table>

**Key Facts:**

- Wind Power: [ ] Renewable, [ ] Non-renewable
- Hydroelectric: [ ] Renewable, [ ] Non-renewable
- Solar Power: [ ] Renewable, [ ] Non-renewable
- Natural Gas: [ ] Renewable, [ ] Non-renewable
- Nuclear: [ ] Renewable, [ ] Non-renewable
- Coal: [ ] Renewable, [ ] Non-renewable